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ABSTRACT

Task analyses for library equipment operation by the severely retarded, behavioral objective information for library resources indexing, and three bibliographies of rehabilitation related materials are provided for the guidance of library staff in Florida libraries through a project funded by the Library Services and Construction Act, Title I. The task analyses of filmstrip projectors and talking book machines presented are designed to enable staff to assist clients in the development of basic concepts and motor skills, and areas of application are indicated for a list of selected resources and resource categories. Bibliographies of print resources available from the State Library of Florida and the Health and Rehabilitative Resource Centers provide almost 600 references organized by subject area which include resources for use in training, assessment opportunities, and, for some, activities outside the library. (RAA)

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A LITTLE HELP FROM YOUR FRIENDS

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THE Library

Sunland AT MIAMI Center

PREFACE

The Library Services and Construction Act Title I Grant awarded the Library of Sunland Center at Miami for fiscal year 1977 included a provision for communicating with the other Sunland Libraries and the Department of Health and Rehabilitative Services Resource Centers in Tallahassee and Jacksonville.

A Little Help From Your Friends presents one approach to the provision of library services directly to the developmentally disabled persons the Sunland Libraries serve: task analysis for use of library equipment and indexing of library resources by behavioral objectives.

A Little Help From Your Friends also presents bibliographies of print resources available from the State Library of Florida and the H.R.S. Resource Centers which are likely to be of interest to Sunland staff members. The format of the bibliographies, organized by subject area, includes call number, author and title to facilitate access.

M.G. Beeler
Librarian
Sunland Center at Miami
March 5, 1979

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TASK ANALYSIS FOR OPERATION OF LIBRARY EQUIPMENT

The operation of library equipment provides the opportunity for severely and profoundly retarded persons to develop and utilize basic concepts and fine motor skills in very practical ways. Reinforcement of correct responses as well as motivation to accomplish tasks is offerred by almost if not immediate auditory and/or visual rewards which result from the operating equipment. Additional positive reinforcement is provided by the assisting staff member and client recognition that the task performed made something happen, ie. the client indeed has the ability to effect change in his/her immediate environment.

Basic concepts included are those of directionality: up, down; right, left; forward, back; away from, toward; push, pull; top, bottom. Additional concepts are color: blue, white, brown, black, red, green and some of the meanings assigned to colors, ie. red means stop,green means go; the concepts of self: you, machine; ear, hand, finger; the concepts of sequence: first, second; softer,

louder; next. Fine motor movements of grasping, holding, pulling, pushing, and lifting are also exercised.

The vocabulary presented in the task analyses is not intended for verbatim use. It should be modified to suit the communication requirements of the client. Behavioral segments utilized should also be varied to meet individual client levels. Frequently, "push the green" ("...to make it go", "...to make it start", "... to hear the sound", etc.)is the initial level of client operation of the sound filmstrip units. Other clients are able to learn how to operate the units with very little assistance after watching the entire procedure once. Some clients remember the procedure between visits, others require a refresher course each visit.

Differences in both communication and functional skill levels should be recognized first and foremost to enable a meaningful library response to an individual. A second reason to address clients individually in terms of the Library and its resources is that staff assumptions about client abilities and behaviors are not always transferable to the Library environment. Expressions

of staff surprise at client actions in the Library are not infrequent during initial visits to Library facilities.

This fact does not diminish the value of communicating with the staff member who knows the client. Nor does it imply that the staff member's observation and assessment of the client in other environments is inaccurate. The distinction is the different opportunities and atmosphere which the Library offers, as well as the different role it serves for client training. Different rules reflect different roles. For example, the operative rule in a classroom may be that clients are not permitted to manipulate the room's record player. In the Library, the client is encouraged to touch and learn how to operate one.

Taking the advice of knowledgeable staff under advisement is important. Not allowing such advice to limit that client's Library experience without some exploration with library resources is equally important.

OPERATION OF DUKANE SOUND FILMSTRIP PROJECTORS MODEL 28A1

Behavior: Automatic or manual advance

Push small switch on side of machine away from you for manual operation (for you to make picture move).

Pull small switch toward you for automatic operation (to make picture go by itself).

Behavior: Machine on or off

Push red lever up one click to make cassette tape work.

Push red lever up two clicks to make cassette tape work and to turn on light for picture.

Behavior: Opening machine

Grasp control panel door knob.

Turn knob to the left.

Pull control panel door down to open.

Behavior: Loading machine - cassette tape

Hold side of cassette tape with green dot toward you for automatic operation.

Put bottom of cassette into machine first.

Push top of cassette into machine until it snaps.

Look to see if all the brown tape is on the right side of the cassette.

Push button on far right of cassette tape controls above the tape to rewind the tape, to make the tape start at the beginning.

Push button in until it stays in by itself.

When the tape stops moving, push the cassette tape control button with the red to stop the machine rewind.

Behavior: Loading machine - filmstrip

Set filmstrip into the plastic holder just like the picture on the back of the control panel door.

Put end of filmstrip below the white arrows on top of the black plastic guide ledges, feel the space for the filmstrip.

Push the filmstrip into the machine as far as it will go easily, until it stops.

Push the white button below the red on/off lever down to make the filmstrip move into the machine.

Look for the picture to show on the screen.

Turn the big knob on the side of the machine to line up the picture on the screen, for one whole picture to show.

Turn the little knob on the side of the machine to focus the picture on the screen, to make the picture look right to you.

Behavior: Closing machine

Grasp the control panel door.

Lift the door up until it closes.

Grasp control panel door knob.

Turn knob to the right to make the door stay shut.

Behavior: Viewing program

Push the cassette tape control button with the green to start the sound and to make the picture go.

Wait until you hear something.

To adjust the volume, move the blue lever below the white button up to make the sound louder, move the lever down to make the sound softer.

Watch the screen and listen to the story, you can sit back and enjoy the program, the machine will do the work now.

The story is over when the sound stops and the picture stops moving.

Behavior: Unloading machine - cassette tape and filmstrip

Push the cassette control button with red to to stop the tape.

Push white knob up to rewind the filmstrip.

Hold white knob up until the screen is all clear.

Grasp control panel door knob.

Turn knob to left.

Pull control panel door down to open machine.

Push the red lever near the top right corner of the cassette tape up toward the control buttons to pop out the cassette.

Set cassette tape down.

Pull the filmstrip downward into the plastic holder until the filmstrip is all out from inside the machine.

Push the other red lever down two clicks to turn the machine off.

Behavior: Placing filmstrip into filmstrip can

Grasp the edges of the filmstrip.

Remove the filmstrip from the plastic holder keeping it rolled up.

Grasp the end of the filmstrip with one hand while holding the rest of the rolled up filmstrip with the other hand.

Pull the end of the filmstrip away from the rolled up part of it until the rolled up part gets smaller and more tightly wound.

Let go of the end of the filmstrip while holding the rolled up part of the filmstrip tight.

Wind the long end of the filmstrip around the rolled up part of it without letting go of the filmstrip.

Behavior: Put on earphones

Grasp earphones with one hand on each ear pad. (One hand adaptation: grasp top connector band between ear pads).

Pull ear pads apart, away from each other just a little bit wider than your head.

Lift earphones up over your head. (One hand adaptation: slide earphones onto head downward over forehead).

Bring earphones down over head with an ear pad over each ear. (One hand adaptation: place one ear pad over ear on one side of head, then on other side of head).

Behavior: Remove earphones

Grasp earphones with one hand on each ear pad.

Pull ear pad apart, away from ears just a little.

Lift earphones up over your head.

Bring earphones forward toward machine.

Set earphones down.

Behavior: Adjust earphones head size

Grasp top connector band between ear pads with one hand.

Grasp one ear pad with other hand.

Slide one ear pad up toward top of connector

tc make earphone head size smaller, pull ear pad away from top of connector to make earphone size larger.

Repeat with other ear pad.

Keep adjusting ear pads until earphones feel comfortable.

(One hand adaptation: use body to stabilize top connector band while sliding ear pads).

OPERATION OF TALKING BOOK MACHINE DISC SERIES A 70

Behavior: Playing a phonodisc (record)

Hold the record.

Put the record down onto the machine.

Slide the record around using the metal edge guides until the record falls over the spindle and the record is down flat on the turntable.

Push the black switch to the right, toward the green dot, to the on position to start the record.

Grasp the needle arm.

Move the needle arm sideways, to the left, toward the edge of the record.

Put the needle arm down onto the record, with or without using the metal guide.

Hold the earphones.

Lift the earphones up to your ear and listen to how loud the sound is.

Adjust the sound by moving the black dials forward, away from you to make the sound louder or back toward you to make the sound softer.

Behavior: Removing a phonodisc from player

Push the black switch to the left, toward the red dot to stop machine.

Grasp needle arm.

Lift needle arm a little bit above the record.

Move needle arm to the right, toward the edge of the record.

Put the needle arm down onto the armrest.

Grasp record.

Lift the record up.

Turn record over to its other side or set record down.

OPERATION OF TALKING BOOK MACHINE CASSETTE SERIES C-74

Behavior: Playing a cassette tape

Push blue button at right end of row of buttons down to open machine.

Hold cassette with exposed brown tape toward you.

Set cassette down onto green ledges.

Push cassette into machine until it clicks, as far in as it will slide.

Push top of machine down until it closes and stays shut.

Push second button from left end of row of buttons down to rewind tape.

Push red button at left end of row of buttons down when tape inside stops moving.

Push green button down until it stays down to make machine start.

Adjust volume and tone by sliding silver levers, away from you to make the sound louder, toward you to make sound softer.

Behavior: Removing a cassette tape from player

Push red stop button at left end of row of buttons down to stop machine.

Push blue button at right end of row of buttons to eject tape, to make it pop out of the machine.

Grasp cassette.

Pull cassette toward you to remove it from machine.

Set cassette down.

RESOURCE APPLICATION TO BEHAVIORAL OBJECTIVES - GENERAL

Most of the resources acquired with the current project funds were selected on the basis of versatility in providing library services specifically related to client programming. Although these resources have not yet been specifically indexed relative to behavioral objectives, a selected listing of resources and categories of resources follows along with an abbreviated statement which reflects the area(s) of behavioral application.

-collection of cassette tapes stored in the Dosix three tiered multi-colored stacking trays with the color coded Dosix cassette labels

a) selection and return of tapes provides exercise in eye hand coordination, the plastic tray guides assist achieving the necessary vertical position of the tape for removal and insertion.

b) color coding the type of sound provides reinforcement and motivation for color recognition and sorting skills; yellow = country and

rock music, blue = popular and classical, red = stories, holiday music and musical exercises.

-collection of posters stored on two free standing flipchart racks

a) gross arm movements are utilized to look at the different posters.

b) multi-sensory object recognition is encouraged by scratch 'n sniff labels affixed to selected single item pictures (strawberry, orange, rose) and for selection of single items from a group (pickle label on poster photograph of hamburger which has a pickle on it).

c) counting, matching and sequencing exercises are available by presentation of selected posters: one strawberry, many strawberries; one giraffe, two giraffes; bird's nest with eggs, baby chicks; a kitten, a cat; one pig, one owl; etc.

-collection of thirty six foam shapes, twelve each in red, yellow and blue, stored in three plastic laundry baskets

a) matching the same shapes in different colors; sorting all shapes by color.

b) eye hand coordination and counting, as recently demonstrated by three clients who emptied one basket and made a game of sitting on the floor and tossing the round shapes into the basket for points.

-increased collection of wooden toys and puzzles

a) Roadway Activity Panel by Exceptional Play exercised fine motor movement through the use of a yellow truck, a red car and a blue cylinder on tracks, each requiring different degrees of motor control for movement around the winding tracks; also has a circle, triangle and a square each in red, yellow and blue painted on board for use as goals, matching and eye hand coordination (detailed guide accompanies resource).

b) Arrow Magnetic Puzzle and Puzzle Blocks both by Exceptional Play provide high probability of success for severely impaired grasping abilities

through the use of magnets in the former and a rope connecting the three part puzzle block in the latter.

-increased collection of soft toys

a veritable garden of Vegimals by Freemountain Toys which provide opportunities for object recognition, color identification, counting, grasping, pulling, pushing, zipping and size sorting:

a) with zippers - large banana, egg in shell, peas in pod, orange.

b) with velcro - peanut, small banana, corn, Daisy with removable petals.

c) with pocket options - watermelon with removable seeds, peanut with skin and shell, large and small bananas, the sectioned orange, egg in shell (most items are snug fitting which reinforces the type of dexterity required for self care dressing skills).

-increased collection of sound filmstrips in subject areas of basic concepts, health and safety, community life and social skills stored in Monaco Hang Up units

a) color coded shelf labels with an identical

dot on the plastic bags provide practice matching colors similar to the cassette collection (and record collection).

b) the range of topics provides practice in independent decision making for clients in a generalized organization: yellow = stories and folktales, orange = leisure and holidays, brown = community life, red = social skills, blue = health and safety, green = basic concepts; attempting to locate a specific subject area or a specific set has also provided practice in directionality as well as color recognition, ie., Johnny Appleseed is one row up with the yellow, the ones on teeth are on the top shelf to your right with the blue, etc.

-increased collection of silent 8mm films

a) visual tracking and visual attention span development are practiced with audiovisual presentations, the silent films are particularly useful for stressing visual input and when audio and visual input is too complex a

situation.

b) the simplification of story line combined with the continuous action of the 8mm format designed for viewing without sound with only brief and occasional captions provide meaningful resources for deaf and hearing impaired clients.

-Advent projection videobeam television system Model 750 with six foot screen and small selection of videocassettes

The acquisition of a large screen television for the A.V. Room met a need to more fully utilize videotape resources and equipment purchased with LSCA funds prior to the employment of the librarian. In cooperation with the Center's T.V. Studio the system provides

a) videocassette playback from the VTR unit in the A. V. Room,

b) direct videotape feed from the T.V. Studio to the A.V. Room,

c) airing commercial and educational television broadcasts, and

d) off-air recording capability.

In addition to enabling the Library to more meaningfully use some of the existing library resources, the videobeam projection system has several significant viewing advantages over the Sylvania home model television previously used. First, the Model 750 was designed for videotape playback as well as regular television programming. Second, for large group viewing the picture size is appropriate and especially significant to the many visually impaired clients. Third, in addition to providing visual stimulus of a size and intensity which assists the focus of attention, the speaker is located in the front of the cabinet directly below the projection tubes. This means the sound as well as the picture is projected to the screer. The sound reflects off the screen back to the viewers. Thus auditory and visual stimuli are from the same source. For those persons who encounter difficulty integrating auditory and visual perception, the system provides an exceptional learning experience.

Two programmatic changes have resulted in whole or in part due this investment, both of which provide library programming related to behavioral objectives. Relating primarily to social behavior and secondarily to leisure time behavior has been the presentation of special weekend sports programs. On New Year's Day the Sugar Bowl was shown and on Super Bowl Sunday the Super Bowl was shown. The size of the A.V. Room mandates a limited number of viewers. Therefore, clients are invited based on their interest and good behavior. For the Super Bowl, box dinners were provided by Food Service for half time eating. Both special programs were undertaken in cooperation with the Cottage Life and Recreation Departments.

The second programmatic innovation is also in cooperation with another department, the Speech, Language and Hearing Department. One of that department's staff members began using a variety of resources from the Library in conjunction with audiovisual resources he selected in the A.V. Room. The resouces were mostly

free loan 16mm films of varying quality not adequately available in terms of length of loan. The availability of quality presentation of local videocassette resources greatly encouraged a serious programming effort. Based on the consistent appropriate use of a variety of resources and the continuing multimedia interest, one day a week has been reserved for Language Stimulation Programs in the A.V. Room. Additional members of the Speech, Language and Hearing Department have also become involved in combining their expertise and Library resources.

Currently, a Language Stimulation Program is underway which will serve to demonstrate to the reader the nature of this program. The first session included a portion of a videotape prodeuced on Center by the T.V. Studio in which a dental assistant demonstrates correct toothbrushing with a client in a cottage. A presentation before and after the viewing included the use of additional library resources including a poster of a child's open mouth and a little rubber hippopotamus with its mouth open and teeth exposed.

(On other occasions books, puppets and dolls have been used). The next session included the second portion of the videotape which shows a different client brushing her teeth. Supplementary props included playing part of a record, a toothbrush and paper cup, and a set of wind up chattering teeth.

For the third session, the final segment of the videocassette with yet another client brushing her teeth will be viewed, toothbrushes will be available for each client and the dentist has scheduled a visit.

For over a year the toothbrushing videotape had not been shown in the A.V. Room. The large screen system finally enabled the viewers to see the contents in a meaningful dimension. Cooperation with an interested staff member provide the programmatic aspect plus special language skills training which an inadequately staffed Library could not. Although the Language Stimulation Program is not limited to use of any one form of audio-visual material, it is anticipated that an emphasis on the videotape medium will continue and that it may lead to the production of new videotapes expressly for

purposes of language stimulation. Thus the combination of three departmental expertises will have merged in an in endeavor improving each department's delivery of service specifically related to client programming objectives.

-increased collection of print resources

a) magazines, current non-fiction, picture books, sign language and manipulative books all provide multiple options to address client behavioral objectives: the development of attention span, fine motor movements as required for page turning, grasping for holding, basic concepts and more from the substantive content of the print resource as well as the object itself, ie. front, back, top, bottom, left, and right.

b) circulation of library resources directly to clients provides practical experience with the development of attitudes of responsibility and the concepts of both private and community property. Current project book funds were,

in part, used to establish a reference section in the client book collection. The reference section, two shelves only, includes a new set of World Book Encyclopedia and a variety of oversize and lengthy picture books on popular topics, all identified with bright blue dots on the spine. For the first time there are books which do not leave the Library. In a step toward normalization, as well as community property concept development, clients are learning some books remain in libraries, are to be used only in the library and will be in the same place on each visit to that library.

RESOURCE APPLICATION TO BEHAVIORAL OBJECTIVES - SPECIFIC

The client program objectives used at this Center are the Behavioral Characteristics Progression (BCP) as presented in the BCP Observation Booklet (VORT Corporation, Palo Alto, California, 1973). The task of identifying library resources appropriate to BCP strands was assigned to Barbara Burrows. Ms. Burrows, a college student, worked part time in the Library solely on this task July to mid-September 1977.

It is important to note three aspects of this endeavor. First, when the indexing of resources to strands was undertaken, many library resources now available had not yet been acquired. Thus, current options of activities and resources are significantly expanded. Second, without previous experience working in the Library or with clients in the Library, Ms. Burrows' application of resources to strands, while useful and a good beginning, should not be considered refined and authoritative. The third aspect to be noted is that the presentation of Ms. Burrows' work contained herein is only a sample of the work product.

Due to the reasons presented earlier, this dimension of the project has not been completed to the extent originally envisioned. Therefore the compilation prepared has not been thoroughly edited, updated or put into a format for ready access. In order to no further delay this report what is presented here is:

a) a listing of behavioral strand, number and heading, for those strands for which resources were indexed and

b) a limited selection of individual strands with the resources indexed.

The selected strands present resources for use in training, assessment opportunities, and, for some, activities outside the Library.

Listing of Strands for Which Resources Were Indexed

Strand #	Strand Heading
2	Attendance/Promptness
5	Toileting
6	Grooming
7	Dressing
8	Undressing
10	Oral Hygiene
11	Self Identification
12	Sensory Perception
13	Auditory Perception
14	Visual Motor I
15	Visual Motor II
16	Gross Motor I
17	Gross Motor II
18	Pre-Articulation
19	Articulation
20	Language Comprehension
21	Language Development
22	Listening
23	Adaptive Behavior
24	Impulse Control
25	Interpersonal Relations
26	Responsible Behavior
27	Personal Welfare
28	Self-Confidence
29	Honesty
30	Social Speech
31	Social Eating
32	Attention Span
34	Reading
35	Math
36	Practical Math
37	Writing
38	Spelling
39	Reasoning
40	Music and Rhythms

Listing of Strands for Which Resources Were Indexed (continued)

Strand #	Strand Heading
41	Arts and Crafts
42	Pre-Vocational Skills
43	Kitchen Skills
44	Homemaking Skills
46	Sign Language
47	Fingerspelling
49	Orientation I
50	Orientation II
51	Mobility I
52	Mobility II
54	Ambulation
57	Articulation I
58	Articulation II

Strand 14 - Visual Motor I

Behavior 8.0: Follows object moving in circular path (with eyes only)

Resource: Toys - bingo wheel, train set
A.V. - records

Behavior 11.0: Follows dangling object on string ten feet away (with eyes only)

Resource: Toys - wooden thread-a-block

Behavior 13.0: Extend fingers

Resource: A.V. - Bowmar Body Image Level 2
Filmstrip 2: extend and wiggle fingers

Behavior 19.0: Move hands together (in unison) as in clapping

Resource: A.V. - Bowmar Rhythms to Reading Book and cassette sets: "The Zoo and the Circus" and "Autumn";
Music Room videotape Lesson 1 and Lesson 13

Behavior 22.0: Uses fingers in gross movements to grasp objects

Resource: A.V. - Music Room videotape Lesson 12 (grasp paper)
Toys
Books
Equipment

Behavior 24.0: Transfers objects from hand to hand

Resource: A.V. - Music Room videotape Lesson 12 (hold paper in one hand, other hand, and both hands)
Toys

Strand 14 - Visual Motor I continued

Behavior 29.0: Places index finger in small hole

Resource: Toys - Playskool Dressy Bessy (button holes)

Behavior 30.0: Takes objects out of container with one hand

Resource: Toys - Freemountain Peas in a Pod, Peanut, Blocks in large coffee can
A.V. - Record from record bin, filmstrip or cassette from plastic bag

Behavior 31.0: Squeezes object in one hand

Resource: Toys - soft toys, squeaky mouse
A.V. - Music Room Lesson 12 (crumbles paper)

Behavior 32.0: Puts objects in container with one hand

Resource: Listed in 30.0

Behavior 34.0: Grasps flat or thin objects using one hand

Resource: A.V. - Music Room Lesson 12
Books, Magazines - as objects, pages

Behavior 35.0: Picks up small objects between thumb and index finger

Resource: A.V. - Music Room Lesson 12
Equipment operation
Toys - bingo chips and balls, pressboard puzzle pieces (cf wooden puzzles)

Behavior 37.0: Builds tower of two blocks

Resource: Toys - foam or wooden blocks

Strand 14 - Visual Motor I continued

Behavior 38.0: Places round object in round hole

Resource: Toy - bingo

Behavior 39.0: Builds tower of 3-4 blocks
Behavior 40.0: Builds tower of 5-6 blocks

Resource: Toys - foam or wooden blocks

Behavior 42.0: Rolls clay into snake shape

Resource: A.V. - Bowmar Artworlds "Art to Touch"
Toys - Freemountain Bananas (snake shape for practice rolling motion)

Behavior 45.0: Matches the three primary colors - red, blue, yellow

Resource: Books - Brian Wildsmith's Puzzles
Toys - foam shapes

Behavior 50.0: Puts together simple puzzles

Resource: Childcraft large knob puzzles, Exceptional Play Three Piece Puzzle, other wood puzzles

Strand 20 - Language Comprehension

Behavior 1.0: Responds to spoken sounds (e.g. smiles, frowns, changes behavior)

Resource: A.V. - Bowmar Rhythms to Reading "The Zoo and the Circus", Music Room series, Scholastic Kindle 3"Smiles Don't Just Happen", Bowmar "How Are You Feeling Today"
General Library instruction

Behavior 2.0: Stops activity upon simple command

Resource: A.V. - Music Room lessons 6-9
General Library instruction

Behavior 5.0: Points to 10 body parts or possessions on request

Resource: A.V. - Bowmar Body Image Level I and Level II, Music Room Lesson 4, Scholastic Beginning Concepts I and II

Behavior 6.0: Points to members of family, familiar home objects on request

Resource: Toys - dollhouse
Books - "The World Around Us" Book 1, Level 1
A.V. - Bowmar "Let's Look for Visual Perception" at Home Filmstrip, Learning Tree Filmstrips "You're the Only You"

Behavior 8.0. Follows one simple verbal command given without gestures

Resource: Equipment operation
A.V. - Eyegate "Following Directions"
General library instruction

Behavior 15.0: Points to common objects according to function (e.g. something to sleep on)

Strand 20 - Language Comprehension continued

Resource: Books (photographic)
A.V. (photographic)
Toys

Behavior 16.0: Points to or places objects up down, on, in, out, under, over, on top, bottom, by beside, behind, before, after, above, below, in front back

Resource: A.V. - especially Bowmar Directionality Program *
Books - especially Tana Hoban concept series
Toys *and ACI Look, Listen, Read Set I

Behavior 26.0: Points to person/object connected with own neighborhood or community on request

Resource: Books
A.V. - Learning Tree Filmstrips "Your country, City, Neighborhood, and Family", Troll Associates "Names of Things"

Behavior 28.0: Answer specific questions based on spoken material

Resource: Books - after story telling
A.V. - cassette stories

Strand 25 - Interpersonal Relations

Behavior 4.0: Holds head up in group activities such as eating, games, etc.

Resource: A.V. - individual and group

Behavior 10.0: Accepts help from others (e.g. when working on task)

Resource: Equipment operation
A.V. - S.V.E. "Adventures of the Lollipop Dragon: "Working Together", Scholastic Kindle 3 "Getting Along", Guidance Associates "Sesame Street Skills for Growing - Learning about Others"
Books

Behavior 16.0: Plays individually with adult

Resource: Toys
Books

Behavior 18.0: Plays with one or two others

Resource: Equipment use - several headsets per listening unit
Toys - bingo, puzzles
A.V. - Music Room series, see also 10.0

Behavior 26.0: Takes turns

Resource: Equipment use
A.V. - S.V.E. "Adventures of the Lollipop Dragon Taking Turns", Scholastic Kindle 3 "It's Mine"
Book and Toy use

Behavior 32.0: Interacts with others, keeping fighting or quarreling to minimum

Strand 25 - Interpersonal Relations continued

Resource: Toys
A.V. - Disney "What Should I Do" series, Eyegate "Why Do We Have Rules", Scholastic Kindle 3

Behavior 37.0: Protects other children and animals

Resource: A.V. - Eyegate "Values", S.V.E. "Adventures of the Lollipop Dragon Kindness to Animals", Disney "Winnie the Pooh on the Way to School", Disney "I'm No Fool with Safety".
Books

BIBLIOGRAPHY OF BOOKS SELECTED FROM THE
STATE LIBRARY OF FLORIDA NEW BOOKS

001.44 Hil — Hilman & Abarbanel: The Art of Winning Foundation Grants

001.44 Kir — Kiritz: Program Planning and Proposal Writing

001.44 Whi — White: Grants: How to Find Out About Them and What to Do Next

016.30143 Pil — Pilling: The Child With a Chronic Medical Problem--Cardiac Disorders, Diabetes, Hemophilia

016.3721 Har — Harris & Gardenhour: Developmental Tasks Resource Guide for Elementary School Children

016.790196 Mur — Murray: Integrated Camping and the Retarded

15018 Arn — Arnoult: Fundamentals of Scientific Method in Psychology

152.14 Sym — Chase: Visual Information Processing (Symposium on Cognition)

153.152 Rei — Reilly: Play as Exploratory Learning; Studies of Curiosity Behavior

155.28 Gil — Gilbert: Interpreting Psychological Test Data

155.413 Vur — Vurpillot: The Visual World of the Child

155.418 Gar — Garvey: Play (The Developing Child Series)

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